11.2

TEACHER DEVELOPMENT TRACKER--INDIVIDUAL TEACHER PAGE

TEACHER NAME: Jane Smith

CURRENT PD/INSTRUCTIONAL GOALS:	PREVIOUSLY MET GOALS:
1. Strong Voice 2. 100% 3. (Stretch) Positive Framing	

O=observation; P= Planning mtg or lesson plan review; IA=interim asssement analysis meeting; L=Leadership mtg

Date	Type of Interaction:	Time/ Class:	Key actionable changes	Evidence of Change from previous observation:	Summary of Observation (OR Cut & Paste "Things I'm impressed by" & "Things I've noticed")
8/24/2009	O	8:20-9:15	1. Students need strong voice reminders 2. Use nonverbal or individual corrections in addition to whole group correction. 3. Use proximity more to increase engagement.	N/A	Overuse of positive whole group correction, students need to use strong voice reminders, must use more proximity to correct and keep them engaged.
8/25/2009	O	8:20-9:15	1. Use peppering more than 1,2,3. 2. Use the paycheck sometimes 3. Don't ask why questions about grammar	Improved pace from last time.	The binders were a difficult procedure to manage. Lots of opening and shutting of the rings. Overuse of CFU (lots of 1, 2, 3, and do you agree questions).
8/26/2009	O	8:20-9:15	1. Cut down on the opening procedures to save time.	No change. Seems nervous.	Pacing issues - didn't read the objectives until 1:47. Didn't get to much independent work.
9/3/2009	O	9:50-10:45	1. Make expectations about notetaking very explicit 2. Incorporate more praise and positive reinforcement in both behavior AND academics (paycheck, praise, etc.)	Great use of What to Do. Much improved pacing. Students produced a strong clincher during We Do portion of the lesson.	Smooth Oral Drill, called on Joshua/Stanley to get them right from the beginning. A few standard English errors. Students were not taking notes in the way they should have.
9/4/2009	O	1:30-2:25	1. Opening procedures are running too long. Aim for 10-12 minutes. 2. Revisit the skill of Hook Writing before the launch of POWER. 3. Require standard English.	So much more positive praise! Lesson moved well, even though it got stuck in certain parts.	Positive tone is good, pacing is faster but time is not spent on the right times of the lesson. Too much misplaced CFU.
9/8/2009	O	8:20-9:15	1. Don't get caught in too many CFU questions. 2. Turn lights on and off to keep students awake, count hands, consistently demand participation	Opening procedures were tight enough; no evidence of nonstandard English; Hooks are being revisited next week.	Capitalization of titles rule, students were engaged for the most part; some radar stuff (Dominique, Sjaedah, Jaquilla)